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ABSTRACT

This art education guide, for use in grades K-3, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that are designed to wake students to sights of beauty and harmony in their environment. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as design in nature, kites, and block printing. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

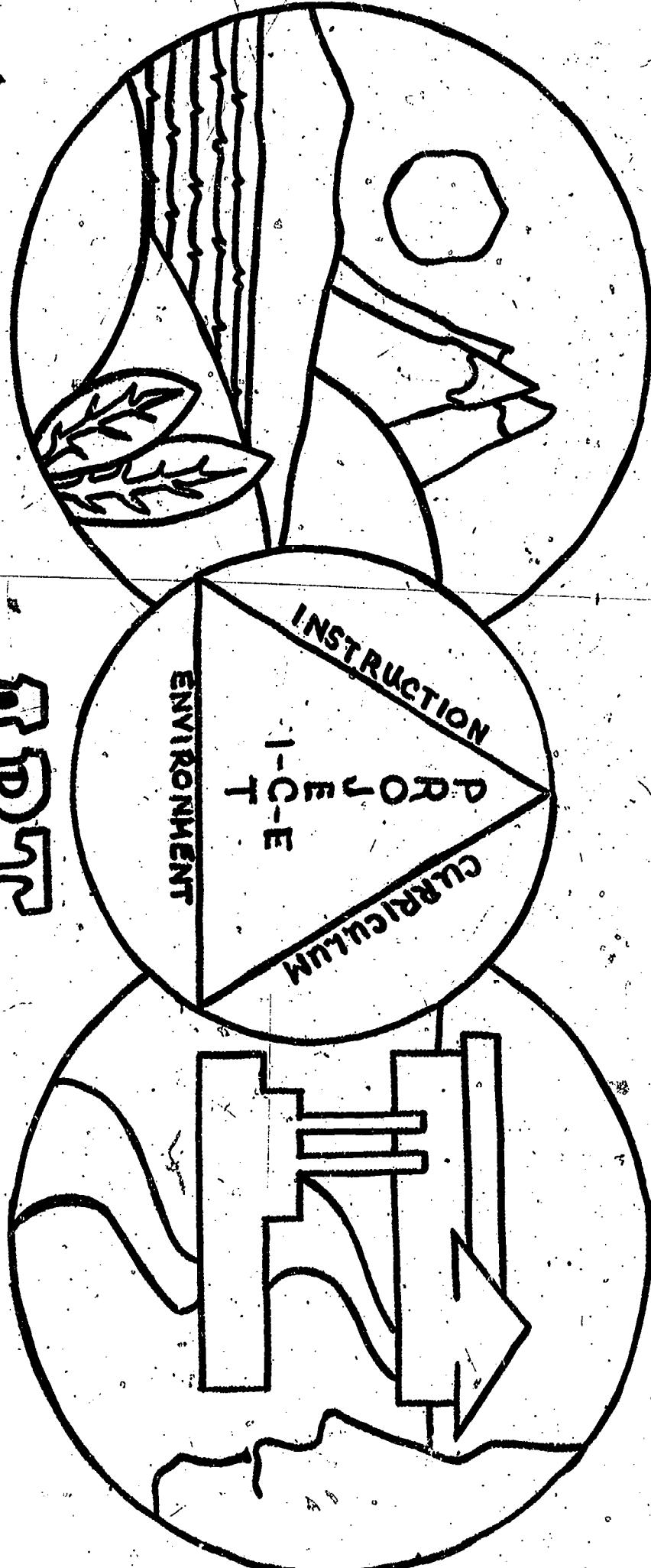
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ENVIRONMENTAL EDUCATION

GUIDE

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ART
ART
K-3



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PROJECT I-C-E
(Instruction-Curriculum-Environment)

1927 Main Street
Green Bay, Wisconsin 54301
(414) 468-7464

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PROJECT STAFF

Robert Warpinska - Director

Robert Kellner Terrence Hess - Assistant Directors

George Howlett, Jr. - E. E. Specialist

Nancy Timm Lynn Kuehn - Secretaries

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Wisconsin Area "B" Regional Project
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Ludwig Petersen
Coordinator, G.E.S.A. #3
John F. David
Coordinator, C.E.S.A. #9
Project Administrator

Kenneth Poppy
Coordinator, C.E.S.A. #8

FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

"In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives

as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient. "The race between education and catastrophe can be won by education if we marshall our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

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ART PREFACE

"A people without a religion of beauty inhabit a wasteland"

Herbert Read

Since the prehistoric cave paintings, artists have relied on the Earth for a vast supply of natural resources-to create colors, forms, patterns, textures, and ideas. Earth has also inspired the artist to capture its beauty and to tap its natural principles of design in building and rebuilding cities. In short, the words "artist" and "environment" have long since been merged.

This booklet of episodes, based on twelve environment concepts, has teaching ideas for your use, adaptation, or inspiration. It is up to the teachers of art to wake up students to the sights of beauty and harmony around them, in the natural elements and living organisms that they use and enjoy, but which they must wisely conserve and protect. It is time to offset the negativism surrounding environmental problems by developing in students the power to shape and enjoy beauty - thru the arts.

At the elementary level, the major emphasis is on kindling aesthetic awareness. It should be the foundation upon which children develop visual aesthetic discrimination for a life time.

To achieve this goal, please find herein simple activities and projects with environmental applications.

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D. C. Aderhold, Bonduel
 Joan Alioto, Denmark
 Mary Anders, Winneconne
 Eugene Anderson, Peshtigo
 James Anderson, Green Bay
 John Anderson, Peshtigo
 Peggy Anderson, Green Bay
 Walter Anderson, Wausaukee
 Angela Anthony, Gibraltar
 Dr. Harold Baeten, St. Norbert, DePere
 William Baggs, Shiocton
 Anthony Ballistreri, Howard-Suamico
 Lowell Baltz, Weyauwega
 David Bartz, Sturgeon Bay
 Bonnie Beamer, Coleman
 Robert Becker, Fox Valley Luth., Appl.
 William Behring, Lourdes, Oshkosh
 David Bell, Neenah
 Marie Below, Clintonville
 Lousene Benter, Gillett
 Lillian Berges, Seymour
 Laura Berken, Oconto Falls
 Peter Biolo, W. DePere
 Carmella Blecha, Green Bay
 Merlyn Bionde, Shawano
 Barbara Jean Bobrowitz, Green Bay
 William Bonne, Kimberly
 Gailen Braun, Lena
 Joan Charnetski, Sevastopol
 Clifford Christensen, Winneconne
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 Lee Clasen, Luxemburg-Casco
 Kathryn Colburn, Algoma
 Merle Colburn, Algoma
 Bill Cole, Gillett
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 Ken Couillard, Hortonville

John Cowling, Niagara
 James Curran, Green Bay
 Sara Curtis, Green Bay
 Nicholas Dal Santo, Pembine
 Judy DeGrave, W. DePere
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 Ellen Depuydt, Gillett
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 Roberta Dix, St. Joe's Acad., G.B.
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 Janet Elsinger, Ashwaubenon
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 Keith Fawcett, W. DePere
 Billie Feichtinger, Green Bay
 Rev. Bruno Frigo, Abbot Pennings, DePere
 Ann Fuhrmann, Marinette
 Raymond Gantenbein, Green Bay
 Dena Geeding, Menasha
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 Karen Grunwald, St. James Luth., Shawano
 Michael Haasch, Pulaski
 Sr. Barbara Haase, St. Bernard, G.B.
 Janelle Hagerty, Resurrection, G.B.
 Robert J. Haglund, Green Bay

Robert Haen, Luxemburg-Casco
 Donald Hale, Winneconne
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 Beth Hawkins, Xavier, Appleton
 Mike Hawkins, Xavier, Appleton
 Terry Heckel, Marinette
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 Jerome Hennes, Little Chute
 Robert Herz, St. James Luth., Shawano
 Wendell Hillskotter, Weyauwega
 Nannette Hoppe, Howard-Suamico
 Joe Hucek, Pulaski
 Catherine Huppert, DePere
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 DeAnna Johnson, Denmark
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 Sr. Lois Jonet, Holy Angels, Appleton
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 Ken Kappell, St. Alousius, Kaukauna
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 Mel Kasen, Gibraltar
 Ken Keliher, Appleton
 Mary Chriss, Hortonville
 Mike Kersten, Suring
 George Kreiling, Marinette

James Krenek, Coleman	Richard Minten, W. DePere
Bernadine King, Neenah	David Miskulin, Goodman
Everett Klinzing, New London	Wendell Mitchell, Green Bay
Douglas Koch, Cath. Cent., Marinette	Sharon Moore, Pulaski
Frank Koehn, Resurrection, G.B.	Gloria Morgan, Linsmeier, G.B.
Lynn Koehn, Pulaski	Lyle Nahley, Green Bay
Jack Koivisto, Green Bay	Arnold Neuzil, Shioceton
Fred Krueger, Oshkosh	Jim Nuthals, Lourdes, Oshkosh
Fritz Krueger, Oshkosh	Dorothy O'Brien, Wausauke
Jim Krueger, Winneconne	Mildred O'Connell, Green Bay
Ervin Kunesh, Marinette	Don Olsen, Shawano
Sr. Mary Alyce Lach, Cathedral, G.B.	Neil Olsen, Pulaski
Thomas LaFountain, Appleton	Jean Marie O'Malley, Green Bay
Steven P. Lapacz, Resurrection, G.B.	Terry Otto, St. John Luth., Suring
Mae Rose LaPcinte, St. John High, L. Chute	Carl Paquet, Denmark
Rosemarie Lauer, Hortonville	Ed Patschke, Menasha
Kathleen LeBreck, Oconto	Arthur Paulson, Oconto Falls
Robert Lee, Neenah	David Paulus, Neenah
Don Leibelt, Green Bay	George Pederson, Southern Door
Phillip Lewicki, Gillett	Connie Petersen, St. Martin Luth., Clint.
Harold Lindhorst, St. Martin Luth., Clint.	Paul Plantico, Green Bay
Edward Linn, Appleton	Gene Ploetz, Kaukauna
Dennis Lord, Little Wolf	Virginia Pomusl, White Lake
Ellen Lotz, W. DePere	Willard Poupre, Little Chute
Jean Lucier, Ashwaubenon	Marie Prochaska, Lena
Judy Luedtke, St. Rose, Clintonville	Christine Proctor, Wausauke
Roy Lukes, Gibraltar	Rosemarie Rafath, Clintonville
Sr. Anna Maat, St. Philips, G. B.	Mark Reddel, St. Martin Luth., Clint.
James Maki, Sturgeon Bay	Jack Rickaby, Hortonville
Doris Malcheski, Howard-Suamico	William Roberts, Sturgeon Bay
Donald Marsh, Bonduel	Gordon Rohloff, Oshkosh
Joyce Mateju, Algoma	Gladys Roland, Little Wolf
Mary Mathis, Denmark	Ben Roloff, Howard-Suamico
Margaret McCambridge, White Lake	Jack Rosenthal, Lourdes, Oshkosh
Judy McGowen, Green Bay	Kathryn Rowe, Appleton
Kathleen McMahon, Green Bay	Roger Roznowski, Southern Door
Margaret McMahon, Little Chute	Mary Margaret Sauer, Menasha
Kick Menard, Little Chute	Elmer Schabot, Niagara
Priscilla Mereness, Wrightstown	Edwin Schaefer, Kaukauna
Robert Meyer, Neenah	William Schaff, St. Joseph, Appleton
	Peggy Wolfgram, Pulaski
	Arthur Schelk, Suring
	Greg Schmitt, Cathedral, G.B.
	Larry Schneider, DePere
	Ron Schreier, Omro
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	Janet Serrahn, Sevastopol
	Carolyn Stoehr, New London
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	Peter Skroch, Oconto Falls
	Mary Smith, Green Bay
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	Dallas Werner, Kaukauna
	Lila Wertsch, St. Margaret Mary, Neenah
	Ruth Windmuller, Green Bay
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	Ralph Wohlt, New London
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DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multi-disciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.

2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.
2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.
3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.
4. An adequate supply of clean water is essential to life;
5. An adequate supply of clean air is essential for life.
6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.
7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land-use and population densities.
8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.
9. Man has the ability to manage, manipulate and change his environment.
10. Short-term economic gains may produce long-term environmental losses.
11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.
12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

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SUGGESTED ART ACTIVITIES FOR OUTSIDE EXPERIENCES

1. Draw impressions of noises with eyes closed
2. Field trips - Drawing
3. Effect of light and shadow
4. Design elements -- shapes, line textures
5. Texture studies
6. Line & repeat patterns (studies)
7. Architecture & building studies (bridge)
8. Landscaping problems
9. Tree stumps - design piece of furniture from particular stump
10. Perspective studies
11. Camouflage building (out of available elements)
12. Time & motion studies (swings, playground equipment, etc.)
13. Colors of nature - variations of color in a familiar object
14. Draw objects from a different point of view
15. Photographic studies
16. Creative writing & dramatics
17. Detailed biological drawings
18. Microscopic drawings
19. Mathematics - architecture
20. Music & visual expressions - slide, music show
21. Mobiles - using found objects

WINTER - SEASONAL IDEAS

1. Snow Sculptures
2. Snowflake patterns
3. Black & White (high contrast) photography
4. What's Happening Under the Snow (winter tree shapes)
5. Study ice formations
6. Contrast of winter colors
7. Tree sculptures (personifying)
8. Collage without naming environment
9. Angels in the snow or other man-made snow patterns
10. Leaves turning color in fall - un-natural colors for trees (could be used with a painting or color lesson)

Films - General

Art and Perception: Learning to See, 16 3/4 min., color, elementary/Jr. - Sr. High

Art in Our World, 11 min., color, Jr. - Sr. High

Art Discovered in Nature, 11 min., color, primary/elementary

Changing Art in a Changing World, 21 min., color, elementary/Jr. - Sr. High

Ideas for Art, 10 min., color, elementary

Look at That!, 10-1/2 min., color, primary/elementary

Sources of Art, 11 min., color, elementary/Jr. - Sr. High

B. F. A. Educational Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404

May be available for rental from:

University of Wisconsin
Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, Wisconsin 53701

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Books - General (to be used in conjunction with episodes)

A Dictionary of Art Terms and Techniques, Mayer Ralph, Thomas Y. Crowell Co., New York, 1969.

The Art of Color and Design, Graves, Maitland E., McGraw-Hill Book Co., New York.

The Artist's Handbook of Materials and Techniques, Mayer, Ralph, 3rd ed., Viking Press, New York.

Commercial Art Techniques, Maurelio, S. Ralph, Tudor Pub. Co., New York, 1952

The Environmental School, Menesini, Marion, Educational Consulting Service, Orinda, California 1970.

Experiencing Art In The Elementary Schools, Horn, George F. and Smith, Grace Sands, Davis Publications, Inc., Worcester, Massachusetts, 1971.

Paper As Art and Craft, Newman, Thelma R., Newman, Jay Hartley, Newman, Lee Scott, Crown Publishers, Inc., New York, 1973.

Emphasis: Art, Wachowiak, Frank, Hodge, David, International Book Co., Scranton, Pa., 1965.

Art In Depth, Wachowiak, Frank, Ramsey, Theodore, International Book Co., Scranton, Pa., 1970.

Environmental:

Integrated with:

CONCEPT NO. 1 - Energy

SUBJECT Art

ORIENTATION Sun Energy

TOPIC/UNIT Sculpture (Pri. 3)

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
In-Class:	Outside or Community:	In-Class:	Outside or Community:
<p>Cognitive: Devise a plan to create an object which reproduces the characteristics of the sun.</p>		<p>I. Art</p> <ol style="list-style-type: none">A. Sun Machine <p>1. Create a mini machine to replace the sun out of a shoe box and available materials.</p> <p>2. The sculpture must theoretically move, heat, light, etc.</p> <p>3. If time is limited, this may be done as a two-dimensional project.</p>	<p>II. Art</p> <ol style="list-style-type: none">A. Have student collect materials from home to create their sun machines. Set boxes aside for this purpose.
<p>Affective: Believe in the importance of the sun.</p>			

Skills Used:

Integrating available materials e.g. boxes in construction.

Painting (finished product).

Awareness.

Observation.

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

10.

Publications:

"Invent a Machine", M.A. Burke,
Arts and Activities, p. 29,
Dec. '69.

"Paper to Amaze", M. Seehafer,
Instructor, 81:73 April '72.

"Recreating the Mediocre & the
Discard", B. Stubbins,
School Arts, 70:11, March '71.

"Creative use of Scrap Materials"
R. G. Lervie, School Arts,
69:11 Feb. '70.

Audio-Visual:

Our Mr. Sun, Bell Telephone.

Community:

Environmental:

CONCEPT NO. 1 - Energy

SUBJECT Art

TOPIC/UNIT Drawing (Pri. 1,2,3)

Integrated with:

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Illustrate the effect of light on a subject by tracing shadows.	<p>I. Art</p> <p>A. Sun Shadows</p> <ol style="list-style-type: none"> 1. Go outside and collect sun shadows by tracing the shadows of bike wheels, trees, students, etc. on large sheets of newsprint. 2. After shadows have been traced, students can use the space divisions for a design. Any media or mixed media may be used. 	
Affective: Become conscious of the effect of light on a subject.		

Skills Used:

- Working with large sheets of paper and charcoal.
- Tracing.
- Positive and negative space.
- Balancing Composition.

(cont.)

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

12.

Publications:
"Positive View of Negative
Space", S. Chanson, ill.
Arts & Activities, 64:23-25, N
68.

"Psychedelic Posters", M. F.
Folger, School Arts, p. 40,
Sept. '71.

Skills Used: (cont.)
Awareness.
Observation.

Audio-Visual:

Discovering Line, BAVI.
Discovering Shape, BAVI.

Community:

Environmental:

CONCEPT NO. 1 - Energy

SUBJECT Art

ORIENTATION Sun Energy

TOPIC/UNIT Ceramics - Printing - Puppets
(Pri. I-2-3)

Integrated with:

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
<p>Cognitive: Interpret his image of the sun by completing one of his projects.</p> <p>Affective: Awareness of aesthetic factors of the sun.</p>	<p>I. Art</p> <ul style="list-style-type: none">A. Ceramic relief plaque child's imaginative idea of what the sun looks like. Bisque and Glaze Fire.B. Mosaic - sun mosaic could be done with seeds or Indian corn.C. Sun designs - plasticine modelling clay used as a stamp for printing with Tempera. <p>D. Sun Puppets.</p> <ul style="list-style-type: none">1. Use stuffed paper bag to construct a talking sun.2. Show rays as arms, etc.3. Some students may want to make clouds, stars, moon, etc. to complete the "show".4. Correlate with music activity.	<p>I. Art</p> <ul style="list-style-type: none">A. Field trip to beach or extremely open area to observe the sky and its changes (Clouds, sun, etc.)B. Students collect and bring seeds and corn for mosaic.
<p>Skills Used: Clay work. Mosaic techniques. Printing techniques. Puppet construction. Awareness. Observation.</p>		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

14.

Publications:

"Sunbursts and papier-mache", D. Delta Rosa & D. D. Ebert, School Arts, p. 6-7, June '71.
"Mask Making for Minors", B.G. Oettel, School Arts, 68:24-25, Nov. '68.
"Paper Bag Figures", J. Heath, School Arts, p. 48, April '72.
"Ecology or the Eggshells go Back to the Chicken", T. Sezari, School Arts, 71:22-23, April (cont.)

Audio-Visual:

"Environmental Awareness - Nature", I-C-E, RMC. (Kit 16).
"The Sun Symbol in Art", Bailey Films 6509 De Longpre Ave. Hollywood, Calif. 90028
"How to Make a Puppet", BAVI.
"Simple Hand Puppets", BAVI.

"Drawing with mixed media", M. B. Bowman, School Arts, 71:14-15 Nov. '71.
"Mosaics in the 3rd Grade", Arts & Activities, 68:25-7, Sept. '70.
"Mosaics: Tiles & Beans", Instructor, 79:93, June '70.
"It Just Happened: Clay modeling", Arts & Activities, 69:22-4, March '71.

Community:
Beach facilities

Environmental:

CONCEPT NO. 1 - Energy

SUBJECT Art

Integrated with:

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

ORIENTATION Sun Energy

TOPIC/UNIT Drawing (Pri. 1,2,3)

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES
<p>Cognitive: Identify his physical relation with the sun by illustrating the sun's effect on the way he dresses.</p>	<p>In-Class:</p> <p>1. Art A. "The Seasons and I" 1. students will draw what they wear and look like in the winter, fall, spring and summer (as affected by the sun). 2. Each drawing could be done during that time of the year or all four could be done as a composite.</p>
<p>Affective: Perceive his physical relationship with the sun.</p>	<p>Outside or Community:</p> <p>1. Art A. Take students outside and discuss how the sun feels on them or have students note this experience on their way to school.</p>

Skills Used:

Drawing:
Pencil.
Charcoal.
Oil pastels.
Crayons.
Markers or felt tips.
(cont.)

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

16.

Publications:

"Charcoal Printing", M. S.
Bolger, School Arts, 71:28-9,
June '72.

Skills Used: (cont.)

Awareness of self.
Proportion of figure.

Audio-Visual:

Our Mr. Sun, Bell Telephone Series

Community:

Environmental:

Integrated with:

CONCEPT NO. 2 - Ecosystem

SUBJECT Art

ORIENTATION Ecosystem

TOPIC/UNIT Crayon Resist (Pri. 1-2-3)

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
<p>Cognitive: Depict a variety of sizes and species of fish and underwater life including shells, sea- weed, rocks or coral and the water itself.</p>	<p>I. Art A. Crayon resist depicting sea life-ecosystems.</p> <p>1. A discussion would precede the activity, familiarizing the young students with the variety of underwater plant and animal growth and each one's dependence on the other.</p>	<p>I. Art A. Visit a local aquarium, tropical fish store, or the home of a person having a tank of fish.</p> <p>B. Visit to a museum (such as the County Museum in Milwaukee) to view the dioramas of sea life.</p> <p>C. Bring aquarium to school and set up in classroom. Students could contribute to aquarium.</p>
<p>Affective: Display his understanding of the interdependence of underwater life by the objects he chooses to depict in his artwork.</p>		
<p>Skills Used: Familiarization with the resist method of painting. Introduction to combining art media in a meaningful way (constructive). Ability to draw a variety</p>		

(cont.)

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

18.

Publications:

Translucent Fish, V. B. Knight,
il. Instr., 78:43, May '69.
Drawing for Environmental
Awareness, A. P. Taylor,
II. School Arts, 69:12-13,
Mr. 169.
Drawing with Mixed Media,
M. B. Bowman,
School Arts, 71:14-15, Nov. '71

Skills Used: (cont.)

of shapes to suggest a variety of plant and animal growth.
Use and care of a paint brush.
Observation and awareness of shape, line, texture & color.

Audio-Visual:

Slides or films of sea life
Cravon Resist, B. F. A.
Available for rental from
University of Wisconsin BAVI.
Watercolor Resist and Cravon
Etching, BAVI.
Still Waters, McGraw Hill, I-C-E.
(Film 510).
One Day at Teton Marsh, Part I &
II, I-C-E. (Film 200).

Community:

Aquariums
Museums
Pet Stores

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

20.

Publications:

Drawing with Mixed Media,

M. B. Bowman, School Arts

71: 14-15, N. '71.

Color Combinations Made Exciting,

K. G. Kite, Arts & Activities,

p. 24-26, February, 1972.

A Dictionary of Art Terms and

Techniques,

Mayer, Ralph,

Thomas Y. Crowell Co.,

New York, 1969.

Mixed Media Collage,

J. Comins, School Arts,

Audio-Visual: (cont.)

Why Man Creates,

Brown County Library.

Discovering Ideas for Art, BAVI.

Discovering Creative Pattern,

BAVI.

Skills Used: (cont.)

Observation,
Awareness.

In-Class: (cont.)

variation in color, thickness of paint, type of
applicator, etc.

5. Colors combine to create new ones.
B. Have students use primary colors to create
secondary colors creating stylized color wheel.

Example:



Publications: (cont.)

71: 10-11, Nov. '71.

BEST COPY AVAILABLE

Community:

Environmental:

CONCEPT NO. 3 - Carrying Capacity

SUBJECT Art

ORIENTATION Over-population

TOPIC/UNIT Drawing - Painting - Collage
(Pri. 3)

Integrated with:

BEHAVIORAL OBJECTIVES

Cognitive:

Illustrate a crowd by spattering paint and circling dots on paper.

In-Class:

1. Art
 - A. Splash paint.
 1. Splash some paint on a sheet of paper.
 2. Draw a person's head for each dot of paint. If spatters or dots are relatively close together, a crowd is created.
 3. Use paper to add for ground to show what type of crowd is being depicted. (parade, ballgame, race track, circus, theater, rally).

Outside or Community:

1. Art
 - A. Children could view a number of group activities on the playground, in an assembly, in a store, church, at a parade, to visually understand dynamics of a crowd.

Affective:

Awareness of overpopulation.

Skills Used:

- Splash painting.
- Drawing.
- Awareness.
- Observation.
- Perspective.
- Overlapping to create distance.

CONTINUED OR ADDED LEARNING ACTIVITIES

22.

SUGGESTED RESOURCES

Publications:

Aesthetic Education for What?

Helen Diemert (art in relation
to overpopulation), School
Art, April '72, p. 37.

This Is My Crowd

W. S. Lifschitz,

i. Arts and Activities,
63: 16-18 '68.

When Paint is Free; Non-Brush
Painting Techniques.

B. Wasserman,
i. Arts and Activities,
65: 22-3, '69.

Audio-Visual:
Solving the Problems of Over-

Population, The Effects of
Overpopulation, The Population

Explosion (poster series),

Project I-C-E RMC (190 Kit

3 & 4);

What is a Painting, BAVI.

A World is Born,
Project I-C-E RMC (Film 220).

Painting Crowds of People, BAVI.

Community:

Environmental:

CONCEPT NO. 3 - carrying Capacity

SUBJECT Art

ORIENTATION Over - population

TOPIC/UNIT Felt and burlap applique (Pri. 3)

Integrated with:

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Illustrate over-population by making felt and burlap appliques.	<ol style="list-style-type: none"> I. Art "The City and Its Overcrowding" <ol style="list-style-type: none"> A. Make a felt and burlap applique (using glue) to create a scene depicting the preceding statement. 2. This could be a group or individual project. 	<ol style="list-style-type: none"> I. Art "Observe and discuss overcrowded conditions in your city. 2. Collect and bring in pictures of large overcrowded cities such as New York and Chicago.
Affective: Awareness of over-population.		
Skills Used: Cutting and gluing. Design. Architectural awareness. Observation. Perspective. Balancing composition. Awareness.		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

24.

Publications:

The Modern City Planning in the 19th Century - Choay, Francois.

The Modern City Planning in the 20th Century - Collins, George R.

The Image of the City - Lynch, Kevin M.I.T., Cambridge, Mass. paperback, 1960.

Design of Cities - Bacon, Edmund N.

The Viking Press, Inc., N.Y. 1967. (cont.)

Audio-Visual:

Boomsville, Project I-C-E, (Film 400).

Noisy Landscape, Project I-C-E, (Film 170).

The Best We Can Do, Project I-C-E, (Film 180).

A Place To Play, Project I-C-E, (Film 540)

Publications: (Cont.)

Too Many People? Project I-C-E, (190 Ki). Aesthetic Education for What? Helen Diermert, School Arts, April '72. p. 37.

Environment: Children Explore Their School, Their Community, Their Values, C. E. Knapp, Instructor, p. 62-64, Jan. '62 & Feb. '72.

From the Scrap Box, H. Ferry, Instructor, 80:44, Feb. '71.

Get Acquainted College, B. Riebman, Arts and Activities, 69:17, Ap. '71.

Community:

Environmental:

CONCEPT NO. 3 - Carrying Capacity

SUBJECT Art

ORIENTATION Over-population

TOPIC/UNIT Drawing (Pri. 1-2-3)

Integrated with:

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community
Cognitive: Draw a crowd of people.	I. Art A. Discuss elements of a crowd. 1. How many people make a crowd? 2. What form does a crowd usually take? a. a square? b. a circle? c. a straight line? 3. What kind of people make up a crowd? 4. How do artists show crowds in their pictures? 5. Crayon drawing of a "circus crowd" or spectator sport crowd or parade crowd.	I. Art A. Field trip to a spectator activity. 1. Circus 2. Parade 3. Theater 4. Rally 5. Race track 6. Ballgame 7. Boxing match 8. Swim meet Study Reproductions of Artist's crowd scenes.
Affective: Awareness of over-population.		
Skills Used: Drawing (crayon). Awareness. Observation. Balancing composition.		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

26.

Publications:

This IS My Crowd,
W. S. Lifschitz,
11. Arts and Activities,
63: 16-18, July '68.

Audio-Visual:

Design in Movement, (film), Brown
County Public Library
Discovering Creative Patterns,
BAVI.
Why Man Creates?, (Film)
Brown County Public Library.

Community:

Environmental:

Integrated with:

CONCEPT NO. 4 - Water

SUBJECT Art

ORIENTATION Pure Water

TOPIC/UNIT Drawing - Design in Nature (Pri. 1-2-3)

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
<p>Cognitive: Predict the consequences of the depletion of our water supply.</p> <p>Affective: Awareness of our limited water supply.</p>	<ol style="list-style-type: none">1. Art A. What would the ocean bed look like without water?2. Students should draw their ideas.3. Would it be cracked?4. How would these look?5. Discuss line patterns, repeated line designs and shapes between lines.6. Create an overall design using a variety of media.	<ol style="list-style-type: none">1. Art A. Students could discover dried river beds. Apply this knowledge to this project.B. Collect pictures showing dried river beds and dried, cracked land areas. Use these as motivational aids.

Skills Used:
Observation.
Drawing or painting.
Illustration of imaginative ideas.
Awareness of lines and shapes in nature.

Discussion.

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

28.

Publications:

"Drawing with Mixed Media," G.B.
Bowman, School Arts, 71:14-15,
Nov. '71.

Audio-Visual:

Life Along the Waterways,
color, 11 min., BAVI.
Life in a Drop of Water, BAVI.
Seashore Life, BAVI.
Seashore, BAVI.
Water: A First Film, BAVI.
Basic Drawing (Line Drawing),
BAVI.

Community:

Environmental:

CONCEPT NO. 5 - Air

Integrated with:
SUBJECT Art

ORIENTATION Clean Air

TOPIC/UNIT Air pollution posters (Pri.2,3)
kite (Pri.3)

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES

In-Class:

Cognitive:
Translate his knowledge into a visual statement on pollution.

Affective:
Sensitivity to air pollution.

Outside or Community:

I. Art

- A. Create a poster to communicate why we need clean air, use all cut or torn letters, substitute magazine pictures for some letters of words.
- B. Create a group poster project having each child design one three-foot letter of the clean air slogan.

The letter could depict elements of air pollution with various media alternate:

Letters may contain collage or montage material. Materials - sketches, markers, cut paper.

- C. Discuss what type of air would be suitable for kite flying.
- Make kites that could actually be flown.
- Kite design would depict air pollution, super heroes or villains.

Skills Used:
Cut.
Paste.
Collecting pictures.
Drawing.
Discussion. (cont.)

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

30.

Publications:

"S.I.T.E. A Suggested Answer to the Pollution in Art Teacher Development," A. W. Beck, ii School Arts, 71:36-7, Sept. '71. American Iron & Steel Institute, In Quest of Cleaner Air & Water, I-C-E, RMC.

"Two Sticker Kites," D. Richter, Arts & Activities, p. 18-20, Apr. '72.

"Psychedelic Posters," M. F. Bolger, School Arts, p. 40, 9- '71. Brinkley, John, Lettering Today, (cont.)

Audio-Visual:

SG 1 Smog - The Air Pollution Game, I-C-E, RMC. The Alphabet in Art, BAVI. The Second Pollution, Project I-C-E, (Film 460).

Skills Used: (cont.)

Awareness. Observation. Lettering. Poster techniques. Kite Construction.

Publications: (cont.)

Reinhold Pub. Co., N. Y. & London, "Collage and Color," Kelly D. Waldman, bibliography Art Art News, 70:44-7, D. '71. Making it in 3-D," E. Stein, School Arts, 71:10-13, 0 '71. "Mixed Media Collage," J. Comins, School Arts, 71:10-11, N. '71.

Community:

Environmental:

CONCEPT NO. 5 - Air

SUBJECT Art

Integrated with:

ORIENTATION Clean Air

TOPIC/UNIT Water Color Wash - Collage
(Pri. 1, 2, 3)

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
<p>Cognitive: Translate his knowledge into a visual statement on pollution.</p>		<p>In-Class:</p> <ul style="list-style-type: none">1. Art<ul style="list-style-type: none">A. Discuss what things the wind blows from place to place; litter leaves, seeds, etc.1. Do a water color wash.2. Collect magazine pictures of the things the wind blows. Use these for a collage over water color washed paper.	
<p>Affective: sensitivity to air pollution.</p>		<p>Outside or Community:</p> <ul style="list-style-type: none">1. Art<ul style="list-style-type: none">A. Student could collect magazine pictures and lettering to be used in clean air posters and collages.2. Students could also actually collect things that air blows from place to place. (These things could be used in place of magazine pictures in a collage).	
<p>Skills Used: Painting. Collecting pictures. Cut. Paste. Discussion. Awareness. Observation.</p>			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

32.

Publications:

Painting, Zaidenberg - A.
"Mixed Media Collage," J.
Comins, School Arts, 71:10-11,
N '71.
"Collage and Color," D. Waldman,
Art News, 70:44-7, D '71.

Audio-Visual:

The Second Pollution, Project
I-C-E, (Film 460).

Community:

Environmental:

Integrated with:

CONCEPT NO.

5 - Air

SUBJECT

Art

ORIENTATION

Clean Air

TOPIC/UNIT

Air Pollution Bug - Box Construction

(Pri. 3)

PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES

Cognitive:

Recognize the characteristics of polluted air.

Affective:

Awareness of polluted air.

In-Class:

I. Art
A. Construct an air pollution bug from boxes, tubes and various materials covering it with art tape or tempa. Discuss what kind of creature is destroying our clean air.

Outside or Community:

I. Art
A. Collect boxes and tubes of various sizes for pollution bugs. Students could spend some time outside studying bugs. They should become aware of the many parts of a bug, that they may transfer this knowledge to the project and make a better air pollution bug.

Skills Used:
Construction.
Cut.
Paste.
Awareness.
Observation.

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

"Carton Creatures," H. Weiler,
Arts and Activities, p. 16-18,
Jan. '72.

"Carve a Box! Exploration Into
Space and Form" L. Olson Arts
and Activities, p. 24-27,
Dec. '71.

"Paper Mache Bowls & Boxes,"
S. Grasezow, School Arts, 71:
26, March, '72.
"Recreating the Mediocre and
the Discard," B. Stubbins,
School Arts, 70:11, March '71.
(cont.)

Audio-Visual:

The Second Pollution, Project
I-C-E, (Film 460).

Publications: (cont.)

"From the Scrap Box," H. Ferry, Instructor, 80:44,
Feb. '71.
"From Classroom Grocery Store to Imaginary Zoo," S. B.
Stevens, il. School Arts, 70:8, Sept. '70.

Community:

Environmental:

Integrated with:

CONCEPT NO.

6 - Resources

SUBJECT Art

ORIENTATION

Resource Distribution

TOPIC/UNIT Wood (Block Printing) (Pri. 1,2,3)

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Create a visually stimulating print using scrap wood.	<ol style="list-style-type: none">1. Art A. Wood scrap printing<ol style="list-style-type: none">1. Following basic relief print procedures - ink wood scraps and begin making prints.2. Use combination of shapes. (Stress shapes, colors, texture, and overlapping of designs.)	<ol style="list-style-type: none">1. Art A. Collect wood scraps, plywood, planks, scraps of all shapes, dowels, branches, driftwood, new, used or weatherbeaten.2. Have an Industrial Arts teacher come in and show and discuss the beauty and grains of different types of wood.
Affective: Aware of nature designs in our everyday lives.		
Skills Used: Basic relief. Print techniques. Balancing design. Awareness. Observation.		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

36

Publications:

Woodcut, Barry Sternberg,
Pitman Publishing Co.
Prints Without Cutting,
School Arts, Dec. 70.
Printmaking, Dona Z. Meilach,
Pitman Publishing Co.
Prints From Linoleum and Woodcuts,
Manly Banister, Sterling
Pub. Co., N. Y.
Just Ink and Print With Fruit or
Vegetable, Sunset, 147-152,
N., '71. (cont.)

Audio-Visual:

Film strips:
The Relief Print Parts 1,2,3,
Visual Aids Studio
1909 Ave. 2
Huntsville, Texas
The Art Of Seeing (space),
Warren Schloat Pro., Inc.

Publications: (cont.)

Linoleum Block Prints, Reduction Prints,
Cardboard Relief Prints, Arts and Act., Nov. 63.
Relief prints using found materials
Relief prints with soap, Arts and Act., Nov. 71.
Print your street, Arts and Act., Oct. 70.

Community:

Lumber Company

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 6 - Resources

SUBJECT Art

Integrated with:

ORIENTATION Resource Distribution

TOPIC/UNIT Sculpture (Pri. 2, 3)

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
A. Sculpture

1. The elements of nature (wind, snow, rain, etc.) help to remove bark, twigs, branches off trees. Water washes up drift-wood.

Outside or Community:

I. Art
A. An excursion to the woods to collect necessary materials. Lumberyard. Sawmill wastes.

Cognitive:
Construct a sculpture using natural materials.

Affective:
Recognize sculptures made by nature, e.g. trees, snowdrifts, mountains, etc.

Skills Used:
Gluing.
Stapling.
Wiring.
Awareness.
Observation.

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

38.

Publications:

"Fantasies Curled From Birch Bark," Arts and Activities, June '65.

"Children's Sculpture," J. W. Buryner, School Arts, 71:42-4, 0, '71.

"Beach Stone Sculpture," School Arts, Feb., '71.

"Creating a construction or Assemblage," School Arts, Oct. '71.

"Wood Sculpture in the Elementary School," (cont.)

Audio-Visual:

Understanding Modern Sculpture I and II, Educational Dimensions Corp.

Perception (Argus Communications), "Using Community Resources," (Film 240), I-C-E, RMC.

Publications: (cont.)

School Arts, Feb. '72. "Dried Grass, Nuts, Leaves, Pods, Ferns and Teasels," (Nature Projects), The Instructor, Aug/Sept. '69.

Environmental:

Integrated with:

CONCEPT NO. 6 - Resources

SUBJECT Art

ORIENTATION Resource Distribution

TOPIC/UNIT Crayon Rubbings (Texture) Collage,
Drawing, Poster, (Pri. 2, 3)

59-70-0135-4

PROJECT I-C-E

E. S. E. A. Title

BEHAVIORAL OBJECTIVES

Cognitive:

Compose a picture utilizing the rub textures he has obtained.

In-Class:

I. Art

A. Texture rubbings

1. Make a variety of crayon rubbing from nature (one

might also include other interesting textures).

2. Using rubbings, cut out suggested shapes (e.g. tree

texture, a tree cross hatch tex-

ture, body of a fish, rough stip-

ple texture, a snake, etc.)

3. Glue these shapes to a background

piece of paper to

create a picture.

Balance composition.

B. Develop a design consisting of six or

seven related shapes.

C. Create textured patterns by using various combinations of pen strokes. (crosshatching, stippling, variations and combinations.)

STUDENT-CENTERED LEARNING ACTIVITIES

Outside or Community:

I. Art

A. Field trip to woods, park, beach, Reforestation camp to a

collect texture Rubbings for in class

collage project.

B. Collect and bring to class natural objects that have interesting textures.

Skills Used:
The use of the simple rubbing technique to duplicate complex texture.
Pen and Ink.
Collage.
Awareness.
Observation.

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

That's a Rub Arts and Act, Janitz

In-Class: (cont.)

D. Create a poster using texture rubbings for letters. Cut or free hand tear letters and then glue to background paper. Stress placement and balance.

Audio-Visual:

The Art of Seeing (Texture) from
Warren Scholoot Pro. Inc.
Environmental Awareness-Texture,
I-C-E, RMC.
Discovering Texture, BAVI.

Community:

Environmental:

Integrated with:

CONCEPT NO. 7 - Land use

SUBJECT Art

ORIENTATION transportation

TOPIC/UNIT Collage - painting (Pri. 3)

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

I. Art

Recognize and illustrate characteristics of highway designs and see that they are planned for specific reasons.

- A. Create a simple collage by gluing yarn or string onto paper or tagboard in design representative of highway patterns seen on maps, films, or outside on field trips.
- B. Create a design using as motivation the lakes and river system of Wisconsin.

Affective:
Learn to appreciate designs as art.

1. Study maps discussing the variety of sizes and shapes of lakes.
2. Stress that Lakes are connected by rivers and creeks that vary in length and width.
3. Paint Lakes, Rivers and shapes created between Lakes and rivers to create an overall design.

Outside or Community:

I. Art

- A. Field trip to area with highway, preferably one with turnoff, interchanges, or cloverleaf.
- B. Have class bring in highway maps and observe patterns.
- C. Have class bring in map of waterways and observe how they connect and the patterns they create.

Skills Used:
Gluing yarn or string.
Observation.
Positive and Negative space.
Awareness.
Painting.

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

42.

Publications:

Designing With String, Seyd,
Mary, Watson - Guptill.

Audio-Visual:

Highway maps.
Waterway maps.
Discovering Line, BAVI.
Discovering Shape, BAVI.

Community:

Environmental:

Integrated with:

CONCEPT NO. 7 - Land Use

SUBJECT Art

ORIENTATION Land Use

TOPIC/UNIT Sculpture (Pri. 3)

E. S. E. A. Title III - PROJECT 1-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

I. Art

- A. The class can create a miniature model neighborhood on a table top or in a sandbox using a variety of media: Clay animals, toy cars, boats, box houses, pipe cleaner fences.
- B. A "what if" possibility is given & the students are required to make the necessary changes in their model neighborhood.

- I. Art
- A. Field trip to see what things can be included in a model neighborhood. Perhaps continued trips to aid "what if" solution.
- B. Field trip to a construction site such as a new bridge.

Outside or Community:

Cognitive:
Determine implications of a particular happening or situation on his environment and devises a plan for adjustment.

Affective:
Alert to effects of various conditions on a neighborhood.

Skills Used:

Construction of various elements within city.
Observation.
Awareness.

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

44.

Publications:

A Study in Environment,
Leano Nalle School Arts,
April '72, (building mini
landscapes) •
Cardboard City, Mixed Media
RR. Guthrie School Arts 68:32-
B, S. '68.
Our Man Made Environment, Bk. 7,
120-0-C4, I-C-E, RMC.

Audio-Visual:

Creating With Clay, B.F.A.,
BAVI.
A Place To Play, Project I-C-E,
(Film 540).
The Green City, Project I-C-E,
(Film 440).
Urban Sprawl, Project I-C-E,
(Film 430).
The Best We Can Do, Project I-C-E,
(Film 180).

Community:

CONCEPT NO.	8 - Values and Attitudes	SUBJECT	Art
ORIENTATION	Commercials	TOPIC/UNIT	Drawing, Painting, Torn Paper Mural: (Pri. 1, 2, 3)
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:		Outside or Community:	
Interpret data relative to an environmental commercial into a torn paper mural.			
Affective:		In-Class:	
Awareness of environmental commercials.		<p>1. Art</p> <p>A. Torn Paper Mural</p> <p>1. Students should tear out all portions of their murals. No scissors or knives may be used.</p> <p>2. The subject matter of the mural may be a commercial. Many of the commercials such as the "Suzie Spotless Commercial" that have an environmental base would be possible subjects for the mural.</p> <p>3. All torn parts may then be placed on a large bulletin board or on the wall in the hallway.</p>	
Skills Used:		<p>B. Mural</p> <p>1. After viewing "Noisy Landscape" and/or "Downtowns for People" discuss.</p>	
Torn paper skills.			
Mural composition.			
Drawing.			
Painting.			
Organization.			
Observation.			
Awareness.			

Environmental:

Integrated with:

8 - Values and Attitudes

Art

Commercials

Drawing, Painting, Torn Paper Mural: (Pri. 1, 2, 3)

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

46.

Publications:

"Humanizing the School With Children's Art", Lewis & Clark School, St. Louis, V. T. Mealy, Instr., 79:55, May '70. "In The Courtyard With An Art Student: Little Boys, Big Boxes", E. Deutsch, Arts & Activities, 69:40-1, Feb. '71. "School Mural", N. K. Rockwell, School Arts, 69:16-17, Feb. '70. "Textured Mural", L. Olson, Grade Teacher, 89:82-3, Feb. '72. (cont.)

Audio-Visual:

Torn Paper, BAVI. Making a Mural, BAVI. Noisy Landscape, Project I-C-E, (Film 170). Downtowns for People, Project I-C-E, (Film 190).

In-Class: (cont.)

discuss creating a mural to show visual litter that confronts us every day. Use any media or mixed media to create the effect.

- B. Mural
2. Create a second mural showing how signs and well-planned graphics can add to the beauty of the community. Illustrate the difference between good and bad graphics and sign control.

Publications: (cont.)

"Winter Sports Festival: Paper tearing activity", M. M. Miner, Inst. 80-48, Feb. '71.

Community:
City Planner.
Sign and/or Billboard Company.
T.V. Station.

Environmental:

8 - Values and Attitudes

SUBJECT Art

Integrated with:

CONCEPT NO.

Land Use

TOPIC/UNIT Environmental Sculpture (Pri. 2-3)

BEHAVIORAL OBJECTIVES

Cognitive:

Draw conclusions in terms of the environment.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
A. Go outside and collect materials you find in your environment such as woodscraps, cans, objects from a junk yard, rocks, leaves, etc.

B. Create a sculpture from them. (Refer to Warren Scholat.)

Understanding SCULPTURE I and II or if not available re-sources on back).

Have each piece of art show one of the following: (Student choice)

1. How ugly your environment is.
2. How beautiful your environment is.
3. How it makes you feel.
4. The joy or sadness of it.
5. How time changes your environment.

Outside or Community:

I. Art
A. The student materials may be obtained at the following:
(these are suggestions only)

1. Beach
2. Woods
3. Junk yard
4. Junk from home
5. Saw mill or lumber yard.
6. Anywhere the student may find them.

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

Skills Used:
Basic sculpture techniques.
Observation.
Awareness.

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

48.

Publications:

Creative Uses of Scrap Materials,
R. G. Lewie, School Arts,
69:11, Feb. '70.

Children's Sculpture, J. W.
Burgner.

School Arts, 71:42-4, Oct. '71.

Audio-Visual:

Introduction to Sculpture
Methods, B. F. A., BAVI.

Garbage Project I-C-E,

(Film 260).

Junkdump Project I-C-E,

(Film 310).

Recycling Project I-C-E,

(Film 500).

Community:

Environmental:

CONCEPT NO. 9 - Management.

SUBJECT Art

Integrated with:

ORIENTATION How Can Clay Show That We Can Manipulate our Environment?

PROJECT I-C-E 59-70-0135-4

(Pri. 1, 2, 3)

BEHAVIORAL OBJECTIVES

Cognitive:

Interpret how man is able to control the environment through the analogy of a piece of clay.

In-Class:

Affective:

Become sensitive to the need to control our environment.

Outside or Community:

I. Art A. If the area is conducive, have the students go outdoors and get your own clay.

I. Art

A.

If the area is con-

ducive,

have the

students

go outdoors

and

get your own clay.

1. Art A. How do you explain to a 5-8-year-old child that man can change and manipulate his environment through an art project? The answer: By using one of the most manipulative mediums known to art--clay.

1. Each student will be given a block of clay (size depends on quantity available).

2. This block of clay is theirs to form whatever they wish just as our environment is ours to form whatever we wish. If the student manipulates and changes his clay with care and thought, he will come forth with a rewarding product, if not disaster. The

(Cont.)

Skills Used:

Increasing manual dexterity.

Basic clay working techniques.

Observation.

Awareness.

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

50.

Publications:

"Clay Is Fun", R. A. Yoder,
"School Arts", p. 20-1, Oct. '71.
"It Just Happened, Clay Modeling".
Arts & Activities, 69 22-4,
March '71.

In-Class: (Cont.)

same thing holds true with us and our environment.
(Note: when doing this project the environment
lesson must be taught or the project is worthless.
3. Show movies (See A&V.) to make students aware
and sensitive for the need to control our
environment.

Audio-Visual:

Creating With Clay, B.F.A.,
Available for rental from BAVI.
A Place To Play, Project I-C-E,
(Film 540).
More, Project I-C-E, (Film 530).
Metromedia Television, Project
I-C-E, (Film 520).

Community:

Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT Art

ORIENTATION Nature As An Inspiration for
Overall Design

TOPIC/UNIT Overall Environment Design (Pri. 3)

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: translate a design of nature into a textile design.	<ul style="list-style-type: none">I. ArtA. Many patterns that occur in nature, man adapts to his life in sculptural forms, color usage, and textile designs. To see how this is done, we will use a potato print.B. Armed with drawing paper and pencils, go outside and sketch interesting patterns that occur in nature. e.g. Floral design, leaves, textures, mushroom, branches, etc.C. Back in the classroom choose the design you like best.D. Cut a potato in half and onto the exposed part of your potato draw your design. Cut around your design so it is in relief.E. Paint relief surface and print on a sheet of paper.F. Continue repeating	<ul style="list-style-type: none">I. ArtA. Get a wallpaper sample book to show overall patterns and designs utilized from nature.B. Field trip to a company that prints wallpaper, fabric, etc.C. Fieldtrip to a carpet store.
Affective: Actively participate in creating a textile design.		
E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4		
Skills Used: Basic relief printing techniques. Rhythm in design. Awareness. Observation.		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Art And Environment, Patte more,
Arnei W., Van Nostrand Reinhold
Designing With Natural Forms,
D'Arbeloff, Natalie, Watson-
Guptill Pub.

Introducing Abstract Printmaking,
Capon, Robin, Watson-Guptill

Pub.

Young Art: Nature and Seeing,
Lacey, Jeanette F., Van
Nostrand Reinhold.

In-Class: (Cont.)

design so you can have an overall pattern such as a textile design.

NOTE: Color of design may be kept the same or printed in different colors.

Community:

Textile factory
Wallpaper Factory

Environmental:

Integrated with:

CONCEPT NO. 10 - Economic Planning

SUBJECT Art

ORIENTATION Short-Long Term Factors

TOPIC/UNIT Multi-Media (Pri. 1-2-3)

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
<p>Cognitive: Learn to conserve by being cut off materials if they over-use.</p>	<p>I. Art A. Wastefulness - student should be given materials that are to last for a certain amount of time (ex. a two-day project). They are given an amount of paper, paint, glue, etc.) If students use all the first day, they have nothing for second day. (A project such as printing or mosaics or even painting would serve as a front for this hidden message.)</p>	<p>I. Art A. Have students talk to parents about how materials may be over-used or wasted in their jobs. Report back to class. Take a trip to spot community problems caused by using materials without "thought for the morrow".</p>
<p>Affective: Learn the wisdom of looking ahead.</p>		<p>C. Observe how much garbage is in front of homes on collection day.</p>
<p>Skills Used: Students will learn how to store equipment properly. Students will learn printing, painting or mosaics. Awareness. Observation.</p>		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

54.

Publications:

"Printing: Plant Prints" I.
Geary, Instructor, p. 94,

June '71.
The Diligent Destroyer, (150),

Laycock, George, 1970.

"Printmaking for Primary Grades",

il. Arts & Activities, R.A.

Daniel, '70:28-9, Oct. '71.

"Hand-made slices: Wetstone for

"Perceptual Activity", E. Scott,

Arts & Activities, p. 30-1,

AP '72.

"Creative Photography Without

Audio-Visual: (cont.)

Man & His Environment,

(Kt 4) Project I-C-E, RMC.

Garbage, Project I-C-E, (Film 260)

Junkdump, Project I-C-E,

(Film 310).

Publications: (cont.)

"Film", Richard Latta, Design, p. 28-29, Summer, '72.

"Happy Way to Printmaking;
Styrofoam Experiments", E. Deutsch.

Arts & Activities, p. 32-33, April '70.

"Plastic Prints Are Neat!" M. Saxon,
Arts & Activities, p. 14-16, Ju. '69.

Factory Community:

Environmental:

CONCEPT NO. 11 Individual Acts

SUBJECT Art

Integrated with:

ORIENTATION Individual Alterations

TOPIC/UNIT Group Design (Pri. 1,2,3)

E. S. E. A. Title III - PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
<p>Cognitive: Apply principles of combining individual acts to make a whole.</p> <p>Affective: Accept the responsibility of individual work to develop the whole.</p>	<ol style="list-style-type: none">1. Art students will do a mural as a group.<ol style="list-style-type: none">1. Each person is assigned a particular section.2. The mural won't be completed until each individual has done his share.2. Mural can be drawn, colored, or painted.3. Each student makes one Christmas ornament to decorate a tree for the Christmas holidays.4. Each student saves and brings bottoms of eggs cartons of the same color to tile ceiling for attractiveness and acoustics. (Semester to complete).5. Gather loose stones, rocks, etc. in school yard. Group to form a rock garden outside.	<ol style="list-style-type: none">1. Art A. Group effort to obtain a tree.2. B. Compare acoustics in various community buildings, such as swimming pool, church, theaters, school, gymnasium, lunchroom, etc.
<p>Skills Used: Construction. Observation. Discussion. Painting. Group planning and cooperation. Mural Construction. Awareness.</p>		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

56.

Publications:

"Humanizing the School With Children's Art", Lewis & Clark School, St. Louis, V. T. Mealy, Instructor, 79:55, NY '70.
"In the Courtyard with an Art Student Little Boxes - Big Boxes: E. Deutsch, Arts & Activities, 69:40-1, F. '71.
"Design Experiments with Natural Materials", R. Moore, IL School Arts, 68:16-17, MR. '69.
"Paint a What?", Paint a Bus!, B. J. Erdahl, School Arts, P. (cont.)

Audio-Visual:

Rag Tapes Try (wall hanging) Film, International Film Foundation 475 Fifth Ave., Suite 916 New York, N. Y. 10017.
Using Community Resources (Film 240) Project I-C-E, RMC.

Publications (cont.)

"Textured Mural", L. Olson, Grade Teacher, p. 82-83, Feb. '72.
"Painting City Walls", L. Friedman, School Arts, p. 28-29, Jan. '70.
"School Mural", N. K. Rockwell, School Arts, p. 16-17, Feb. '70.

Community Buildings, Art Museum to view murals.

Environmental:

Integrated with:

CONCEPT NO. 12 - Stewardship

SUBJECT Art

ORIENTATION Stewardship and Rights

TOPIC/UNIT Drawing and Printing (Pri. 1,2,3)

PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
<p>Cognitive: Name stewards of the land. Know what animals, birds, etc. are becoming extinct and why by doing these activities.</p>	<p>I. Art A. Promotion of extinct animals, e.g. owls, eagle, hawk, buffalo.</p> <ol style="list-style-type: none">1. Make drawings three dimensional by folding.2. Do these things while telling class to protect such animals. <p>B. Block print mottos. Students should contrive mottos and print them in a place they might be easily observed.</p> <ol style="list-style-type: none">1. Blocks can be made of tagboard, cork, styrofoam, glue-trailing, potatoe, etc.	<p>I. Art A. Project could be done in conjunction with social studies using:</p> <ol style="list-style-type: none">1. Neighborhood stewards.2. Community stewards, students.3. Mom and Dad.4. Forest steward, picnickers, campers. <p>B. With Science Dept. have children discover how these animals really look - have them bring in pictures.</p>
<p>Affective: Awareness of the selfish attitudes of some people when it comes to private ownership and personal rights.</p>		
<p>E. S. E. A. Title III</p>		
<p>Skills Used: Drawing. Paper folding. Idea organization. Block printing. Awareness. Observation.</p>		

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

McGraw Hill Study Prints, (Kit 19), Project I-C-E, RMC.

Conservation 2 Picture Discus-
sion. (Kit American Petroleum Institute), 1965, "Monoprints in Color", P. Carruba.

Arts & Activities, p. 41, Dec.

70

"3 Color Cardboard Printmaking", E. Deutsch, Arts & Activities, p. 34-5, Ap. '71.

"Papercrafts and Mobiles", R. Perlmutter, Teaching Excep-

Audio-Visual: (cont.)

How To Make Potato Prints, BAVI.

One Day At Teton Marsh, Project I-C-E, (Film 200).

Cry of the Marsh, Project I-C-E, (Film 390).

Publications: (cont.)

tional Children, p. 134-41, Spring '72.
"Print With Egg Cartons", S. Rolle,

"Arts & Activities", p. 35, Sept. '71.

Making a Cardboard Print E.

Palmatier, Today's Education, p. 66, Nov. '71.
"Just Ink and Print With Fruit or Vegetables", Sunset

147-152, Nov. '71.

"Printmaking for Primary Grades", R. A. Daniel, Arts and Activities, 70:28-9, '71.

Community:
Reforestration Camp
Zoo